

DOCUMENT RESUME

ED 420 167

FL 024 663

AUTHOR Fleischman, Howard L.; Hopstock, Paul J.
TITLE Descriptive Study of Services to Limited English Proficient Students, Volume 1. Summary of Findings and Conclusions.
INSTITUTION Development Associates, Inc., Arlington, VA.
SPONS AGENCY Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE 1993-00-00
NOTE 112p.; For Volumes 2-4 in this series, see FL 024 664-666.
CONTRACT LC91003001
AVAILABLE FROM Development Associates, Inc., 1730 North Lynn Street, Arlington, VA 22209; phone: (703) 276-0677.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Achievement Tests; *Bilingual Education Programs; Costs; Elementary Secondary Education; *English (Second Language); Geographic Distribution; *Identification; Institutional Characteristics; Language Minorities; *Limited English Speaking; National Surveys; Parent Participation; Peer Relationship; School Community Relationship; Staff Utilization; *Student Characteristics; *Teacher Qualifications; Teachers
IDENTIFIERS Elementary Secondary Education Act Title VII

ABSTRACT

This report summarizes a study of: the type, content, duration, and intensity of instructional services provided to limited-English-proficient (LEP) students in the United States; administrative procedures associated with these services (including procedures for identifying students for entry into and exit from these special services); the numbers, types, and qualifications (including first and second language proficiency) and training of staff (including training/certification in bilingual or English-as-a-Second-Language (ESL) instruction); and the costs of these special services. Data were gathered through: mail survey of LEP coordinators at state education agencies (n=51), local school districts (n=745), individual schools (n=1,835), and teachers (n=949) of LEP students; telephone survey with LEP coordinators at school districts (n=99) and schools (n=263); case studies of ten school districts; and Title VII file reviews (n=192), including reviews of Title VII applications and interviews with project directors. The study covered the 1991-92 school year. This volume, first of 4 of the final report, contains a summary of the findings and conclusions in the areas noted above, and additional findings concerning language group concentrations, interactions between teachers and between LEP and other students, awareness and support for LEP services, parent/community involvement, an achievement test data availability. (MSE)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

FL

ED 420 167

DESCRIPTIVE STUDY OF SERVICES
TO LIMITED ENGLISH PROFICIENT
STUDENTS

Volume 1

Summary of Findings and Conclusions

Howard L. Fleischman
Paul J. Hopstock

Development Associates, Inc.
1730 North Lynn Street
Arlington, Virginia 22209
(703) 276 0677

Prepared for:

Office of the Under Secretary
U.S. Department of Education

1993

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to
improve reproduction quality.
• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.



U.S. DEPARTMENT OF EDUCATION • OFFICE OF THE UNDER SECRETARY

**DESCRIPTIVE STUDY OF SERVICES
TO LIMITED ENGLISH PROFICIENT
STUDENTS**

Volume 1

Summary of Findings and Conclusions

**Howard L. Fleischman
Paul J. Hopstock**

**Development Associates, Inc.
1730 North Lynn Street
Arlington, Virginia 22209
(703) 276-0677**

Prepared for:

**Office of the Under Secretary
U.S. Department of Education**

1993

This report was prepared pursuant to Contract No. LC91003001 (Jeffery Rodamar, Project Officer), U.S. Department of Education, Office of the Under Secretary, using Title VII funds. The views expressed do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

TABLE OF CONTENTS

	PAGE
I. INTRODUCTION	1
II. NUMBER AND CHARACTERISTICS OF LEP STUDENTS	3
A. Number of LEP Students	3
B. Characteristics of LEP Students	5
III. CRITERIA FOR SERVICES	15
A. Determination of LEP Status	15
B. Assignment to Services and Programs	16
C. Reclassification Policies and Practices	16
D. Follow-Up of Former LEP Students	16
IV. INSTRUCTIONAL SERVICES	21
A. State Policies	21
B. District-Level Data	22
C. School-Level Data	22
V. INSTRUCTIONAL STAFF	39
A. Number, Characteristics, and Experience of Instructional Staff	39
B. Education and Teaching Certification of Instructional Staff	39
C. Language Capabilities and Use By Instructional Staff	40
D. Use of Classroom Aides	40
E. Training Provided to Staff	41
VI. OTHER FINDINGS	55
A. Language Group Concentrations in Districts and Schools	55
B. Interaction Between Teachers	55
C. Interaction Between LEP and Other Students	55
D. Awareness of LEP Services	56
E. Support for LEP Services	56
F. Parent and Community Involvement	57
G. Availability of Achievement Test Data	57

I. INTRODUCTION

In April 1991, the U.S. Department of Education contracted with Development Associates, Inc. to conduct a "Descriptive Study of Services to Limited English Proficient (LEP) Students." The study had four major objectives. They were to describe:

- the types, content, duration, and intensity of instructional services provided to LEP students in the U.S.;
- administrative procedures associated with these services (including procedures for identifying students for entry into and exit from these special services);
- the numbers, types, and qualifications (including first and second language proficiency) and training of staff (including training/certification in bilingual or English as a Second Language (ESL) instruction); and
- the costs of these special services.

The study was not intended to examine the relationship between sources of funding and the nature of services provided. It was recognized that local school systems often combine funding from multiple sources to create comprehensive programs, and therefore cannot distinguish services, activities, or staff by funding source.

In the summer of 1992, however, the Department of Education amended the original contract to include a special focus on services provided using federal Title VII funds. The amendment called for a description of the types of activities, services, or products for which Title VII projects are granted funds, and how these compare to activities, services or products that are actually carried out, offered, or purchased. It should be noted that most of the funds for educating LEP students came from state and local sources. Title VII of the Elementary and Secondary Education Act provides important supplemental support to selected grantees for the development of sources which will enhance educational opportunities for LEP students.

To meet the study objectives, four major data collection activities were implemented:

- A mail survey component, which included questionnaires to LEP coordinators (or their equivalents) at state education agencies (N=51), local school districts (N=745), and individual schools (N=1,835), as well as teachers (N=949) of LEP students;
- A telephone survey component, which included interviews with LEP coordinators (or their equivalents) at school districts (N=99) and schools (N=263);

- A case study component, which involved site visits to ten school districts, included interviews with district LEP coordinators, other district staff (associate superintendents, Chapter 1 coordinators), school LEP coordinators, principals, and teachers, as well as classroom observations and reviews of student records; and
- A Title VII file review component (N=192), which included reviews of Title VII applications and telephone interviews with Title VII project directors to confirm actual project activities.

Data were collected to reflect the number and characteristics of LEP students and the instructional services provided to them during the 1991-1992 school year. The study findings are presented in a final report consisting of four volumes:

- Volume 1 - Summary of Findings and Conclusions
- Volume 2 - Survey Results
- Volume 3 - Case Studies of Services to LEP Students
- Volume 4 - Technical Appendices

In addition, three special issue papers have been prepared:

- Paper 1 - The Role of Title VII in Services to LEP Students
- Paper 2 - The Role of State Funding in Services to LEP Students
- Paper 3 - A Comparison of Services Provided to Spanish, Asian, and Native American LEP Students

This is Volume 1 of the final report. This volume contains a summary of the findings and conclusions. The detailed data to support the findings and conclusions may be found in Volumes 2 and 3 and in the special issue papers. Volume 4 should be consulted for details concerning the study methodology, including instrumentation, sampling, and data analysis.

II. NUMBER AND CHARACTERISTICS OF LEP STUDENTS

This chapter presents the study's findings concerning the number and characteristics of LEP students in grades K-12 in public schools across the country.

A. NUMBER OF LEP STUDENTS

The number of LEP students in public schools across the country has increased significantly in recent years. The number of such students in grades K-12 in the Fall 1991 was 2,314,079, according to projections from the district mail survey. This was an increase of almost 1 million LEP students in grades K-12 from the estimate found in the 1984 Descriptive Study.¹

LEP students are concentrated in the West. Fifty-nine percent of LEP students resided in the West Census region (see Figure II-1), with California having more LEP students than any other State (over one million). Twenty percent of LEP students resided in the South Census region, 13 percent in the Northeast, and 8 percent in the North Central region.

Although LEP students are spread across the country, they are concentrated in a relatively limited number of school districts. Approximately 6,400 of the 15,000 school districts in the country had LEP students enrolled, with the number varying from 1 to 242,000 in the Los Angeles Unified School District. Table II-1 shows the distribution of districts which served different numbers of LEP students. Approximately 24 percent of districts which served any LEP students served nine or fewer such students. On the other hand, only 8 percent of such districts served 1,000 or more LEP students. In terms of concentrations of LEP students, while almost half of the districts with LEP students served student populations which were less than 2 percent LEP, 6 percent of districts served a student population which was at least 40 percent LEP.

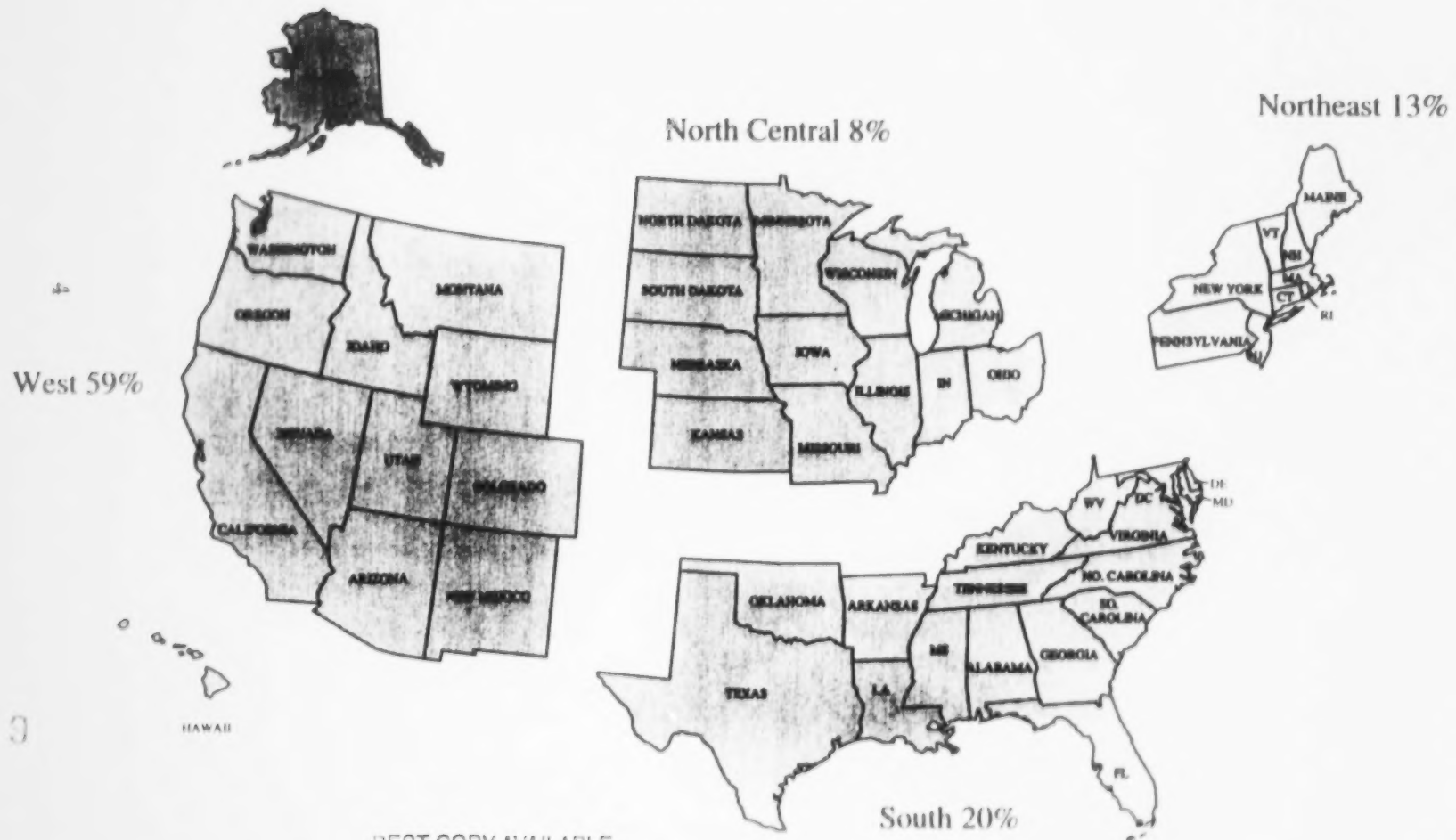
Many schools serve only a small number of LEP students. As shown in Table II-2, 20 percent of schools with any LEP students served 4 or fewer such students, while 6 percent served 300 or more LEP students. The mean number of LEP students per school was 76, while the median number of LEP students per school was 21; i.e., half of the schools with any LEP students had 21 or fewer such students. The mean is considerably higher than the median because some schools had very large numbers of LEP students. As shown

Young, M.B. et al. LEP Students: Characteristics and School Services. Descriptive Phase Report of the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited English Proficient Students. Development Associates, Inc. and Research Triangle Institute. December 1984.

FIGURE II-1

Percentage of LEP Students by Census Region
(District Mail Survey)

2,314,079 LEP Students



BEST COPY AVAILABLE

in Table II-3, high-schools, which were generally larger, had greater numbers but smaller percentages of LEP students than did elementary and middle schools.²

B. CHARACTERISTICS OF LEP STUDENTS

1. Grade Level

LEP students are more concentrated in lower grade levels than higher ones. Table II-4 presents the distribution of LEP students by grade level as projected from the district mail survey. There were smaller numbers of LEP students in each succeeding grade level, except at grade 9 which had more LEP students than grade 8. About 24 percent of LEP students were in kindergarten and first grade, while only 8 percent of LEP students were in the 11th and 12th grades. A concentration in the lower grades was also found when the number of LEP students in a grade were compared to the total public school population in that grade. The percentage of LEP students of the total school enrollment was approximately 8 percent for kindergarten and first grade, but only 3 percent for the 12th grade.

2. Native Languages

The Spanish language group dominates the LEP population. According to district data, it represented 73 percent of LEP students. The next largest language groups were Vietnamese, Hmong, Cantonese, Cambodian, and Korean. Table II-5 shows the 20 most common language groups among LEP students, as projected from the district survey. LEP students whose native language was a Native American language (29 different language groups were reported in the survey) represented 2.5 percent of all LEP students in the U.S.

3. Socio-economic Status

The socio-economic status of LEP students is lower than the general school population, as measured by their eligibility for free or reduced price school lunches. Overall, 77 percent of LEP students were eligible for free or reduced price school lunches. This contrasted with only 38 percent of all students in the same schools being eligible for free or reduced priced lunches. Over 90 percent of LEP students were eligible for subsidized school lunches in 37 percent of schools.

² For this table and a number of others in the report, schools are divided into four groups: elementary (no grades higher than 6th); middle school (grades 6 to 9 only, but not 6th grade only or 9th grade only); high school (no grades lower than 9th); and multi-level (combinations across these grade levels). The weighted numbers of schools in each of these groups were 17,437, 4,586, 4,389, and 1,837 respectively.

4. Place of Birth

All LEP students are not immigrants or recent arrivals. As shown on Table II-6, the percentage of LEP students born in the U.S. was highest in elementary school (41 percent). According to school data, 40 percent of Spanish language LEP students were born in Mexico, 39 percent in the U.S., 7 percent in Puerto Rico, and the remaining 14 percent in other countries.

5. Educational Status and Native Language Background

LEP students are educationally disadvantaged, particularly those in the upper grades. As shown in Table II-7, 20 percent of LEP students in the average high school and 12 percent of LEP students in the average middle school had missed more than two years of schooling since age 6. Twenty-seven percent of LEP students in the average high school were assigned to grade levels which were at least two years lower than age/grade norms, compared to 11 percent of all students. The figures for middle schools were 19 percent and 9 percent respectively.

With respect to ability in their own native languages, 23 percent of LEP students in the average school had limited oral proficiency skills in their native language compared to a native speaker of the same age; 38 percent of LEP students in the average school have very limited literacy (reading and writing) skills in their native language compared to a native speaker of the same age.

TABLE II-1**Number of LEP Students Per District**
(District Mail Survey)

Number of LEP Students	Percentage of Districts
1 - 9	23.5%
10 - 24	12.6
25 - 49	17.6
50 - 99	13.7
100 - 249	11.9
250 - 499	7.9
500 - 999	4.9
1,000 - 9,999	7.3
10,000 or more	0.6
Total	100.0%

The number of respondents to the item was 743; this was 99.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE II-2

Number of LEP Students Per School
(School Mail Survey)

Number of LEP Students	Percentage of Schools
1 - 4	20.2%
5 - 9	13.4
10 - 19	13.4
20 - 29	8.9
30 - 49	9.3
50 - 99	12.7
100 - 299	16.0
300 or more	6.2
Total	100.0%

The number of respondents to the item was 1835; this was 100% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE II-3

Number of LEP Students and Percentage of LEP Students Among All Students in School
(School Mail Survey)

	Elementary	Middle	High	Multi-level	Total
Number of LEP students per school					
Mean	73.4	66.1	86.9	104.7	76.4
Median*	20.0	23.0	25.0	37.0	21.0
Percentage of LEP students among all students in school					
Mean	12.5%	8.6%	6.4%	18.6%	11.4%
Median*	4.2%	3.4%	2.5%	8.2%	4.0%

The number of respondents to these items ranged from 1834 - 1835; these were 99.9% - 100% of those who responded to the survey. The results are weighted to be nationally representative.

* The middle of a distribution; half the cases are above the median and half are below.

TABLE II-4
Number of LEP Students in Each Grade Level
(District Mail Survey)

Grade Level	Number of LEP Students	Percentage of LEP Students in Grade Level	Total Students in U.S.	Percentage LEP of Total Students
Kindergarten	277,914	12.1%	3,305,619	8.4%
1st grade	279,257	12.1	3,554,274	7.9
2nd grade	246,979	10.7	3,359,193	7.4
3rd grade	221,936	9.6	3,333,285	6.7
4th grade	197,211	8.6	3,312,443	6.0
5th grade	177,412	7.7	3,268,381	5.4
6th grade	150,421	6.5	3,238,095	4.6
7th grade	134,907	5.9	3,180,120	4.2
8th grade	125,849	5.5	3,019,826	4.2
9th grade	159,208	6.9	3,310,290	4.8
10th grade	137,101	5.9	2,913,951	4.7
11th grade	103,337	4.5	2,642,554	3.9
12th grade	75,423	3.3	2,390,329	3.2
Ungraded	16,469	0.7	-----	-----
Total	2,303,425	100.0%	42,000,343	5.5%

The number of respondents to the item was 735; this was 98.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE II-5

**Number of the LEP Students in Twenty Most
Common Language Groups
(District Mail Survey)**

Language Groups	Number of LEP Students	Percentage of LEP Students
Spanish	1,682,560	72.9%
Vietnamese	90,922	3.9
Hmong	42,305	1.8
Cantonese	38,693	1.7
Cambodian	37,742	1.6
Korean	36,568	1.6
Laotian	29,838	1.3
Navajo	28,913	1.3
Tagalog	24,516	1.1
Russian	21,903	0.9
Creole (French)	21,850	0.9
Arabic	20,318	0.9
Portuguese	15,298	0.7
Japanese	13,913	0.6
Armenian	11,916	0.5
Chinese (unspe.)	11,540	0.5
Mandarin	11,020	0.5
Farsi	8,563	0.4
Hindi	7,905	0.3
Polish	6,747	0.3

The number of respondents to the item was 733; this was 98.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE II-6

Place of Birth and Length of U.S. Residence of LEP Students*
(School Mail Survey)

Place of Birth/ Length of U.S. Residence	<u>Mean Percentage of LEP Students by Grade Level</u>				
	Elementary	Middle	High	Multi-level	Total
Born in the U.S.	40.6%	20.9%	13.4%	36.8%	33.0%
Born elsewhere but lived in the U.S. for at least five years	9.7	15.0	12.6	11.6	11.1
Born elsewhere but lived in the U.S. for one to four years	31.9	40.3	47.0	36.8	36.0
Born elsewhere but lived in the U.S. for less than one year	17.7	23.7	26.9	14.8	19.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items was 1410; this was 76.8% of those who responded to the survey. The results are weighted to be nationally representative.

* These results are based on estimates provided by school administrators, and not the examination of school records. Schools do not necessarily have accurate information about their students' places of birth. Thus, the accuracy of the estimates is unknown.

TABLE II-7

Educational Status and Native Language Proficiency Levels of LEP Students
(School Mail Survey)

Educational Status/ Native Language Proficiency Level	<u>Mean Percentage of LEP Students By Grade Level</u>				
	Elementary	Middle	High	Multi-level	Total
LEP students who have missed more than two years of schooling since age 6	6.2%	12.0%	19.9%	14.2%	14.6%
LEP students who are enrolled in grade levels at least two years lower than age/grade norms	6.4	18.9	26.6	16.5	12.2
LEP students who have limited <u>oral proficiency skills in their native language</u> compared to the level expected of a native speaker of the same age	25.2	19.4	18.0	18.1	22.6
LEP students who have very limited <u>literacy skills in the native language</u> compared to the level expected of a native speaker of the same age/grade level	43.2	31.0	26.1	31.4	37.6

The number of respondents to these items ranged from 920 - 1419; these were 50.1 - 77.3% of those who responded to the survey. The results are weighted to be nationally representative.

III. CRITERIA FOR SERVICES

The purpose of this chapter is to present findings on how districts and schools identify students as limited English proficient, assign them to special programs, and determine when they should be exited to mainstream classes.

A. DETERMINATION OF LEP STATUS

School districts and schools across the country use a wide range of methods and standards for identifying students as LEP, for assigning them to specific services, and for exiting them from LEP status or services. The lack of standardization across the country can affect estimates of the size and characteristics of the national LEP student population. Presumably, if the methods and standards were changed in some large school districts, estimates of the numbers and characteristics of the LEP population might also change.

According to data from our district survey, the process of determining whether or not a student is LEP involves school personnel using district-defined criteria in 40 percent of districts, district personnel using district-defined criteria in 30 percent of districts, and school personnel using school-defined criteria in 18 percent of districts. (The remaining 12 percent of districts reported using combinations of these processes or other methods.)

Most districts and schools reported using more than one type of data to determine whether a student was LEP. Districts and schools with larger numbers of LEP students were more likely to use multiple data types than districts and schools with smaller numbers of LEP students.³ Oral proficiency tests in English and home language surveys were the most common methods used (83 percent and 77 percent of districts, respectively). As shown in Table III-1, districts with larger numbers of LEP students were more likely to use these two approaches than districts with smaller numbers. On the other hand, districts with smaller numbers of LEP students were more likely to use teacher judgment.

Using multiple regression techniques, a number of factors were examined which might predict the number of different data types used by districts to identify LEP students. Predictor variables included number of total students and LEP students in the district, percentage of LEP students receiving federal Title VII services, percentage of LEP students receiving services under special state funding for LEP students, percentage of LEP students whose native language was Spanish, and per student costs. Results showed

³ Throughout this report, comparisons are made to show differences among districts and schools with large and small numbers of LEP students. The break points for districts and schools are different. The break points were created to define groups of reasonable numbers and with common needs and constraints for serving LEP students.

that the two strongest predictors of amount of information used to determine LEP status were percentage of LEP students receiving services under Title VII and percentage of LEP students receiving services supported under special state LEP funding.

B. ASSIGNMENT TO SERVICES AND PROGRAMS

In districts which offered more than one type of LEP service, teachers and other school-level staff were more likely than district-level staff to make decisions on the services to be provided to specific LEP students.

Where more than one type of instructional service was available, districts and schools also typically used more than one type of data to make assignments of LEP students to services. Oral proficiency tests in English were used more often in districts with large numbers of LEP students, while teacher judgment was more often used in districts with small numbers of LEP students.

C. RECLASSIFICATION POLICIES AND PRACTICES

Similar to the lack of standardization in methods for identifying LEP students is a lack of standardization in the policies and practices used by school districts to exit students from LEP programming and status. The status of LEP students was reviewed once each year in 50 percent of school districts, twice per year in 20 percent of districts, and more frequently in 17 percent of districts. As is shown on Table III-2, districts with smaller numbers of LEP students reviewed LEP status more frequently than districts with larger numbers. For the decision on exiting LEP students from LEP status and/or services, districts most frequently used teacher judgment (79 percent of districts), academic achievement tests in English (75 percent of districts), and oral proficiency tests in English (74 percent of districts). Districts with larger numbers of LEP students were more likely to use objective measures (test scores), while districts with smaller numbers of LEP students were more likely to use subjective measures (teacher judgment) (see Table III-3).

D. FOLLOW-UP OF FORMER LEP STUDENTS

Most districts perform some type of monitoring of former LEP students. As shown in Table III-4, districts with larger numbers of LEP students were more likely to examine grades and achievement test scores, while districts with smaller numbers of LEP students were more likely to seek teacher judgment. Fifteen percent of districts reported that they did not monitor former LEP students, with districts with smaller numbers of LEP students less likely to monitor former LEP students in comparison to districts with larger numbers. The study did not collect information on services provided to former LEP students.

TABLE III-1

Types of Data Collected and Used to Determine LEP Status
(District Mail Survey)

Data Used to Determine LEP Status	Percentage of Districts by Number of LEP Students in District*					All Districts
	1-24	25-99	100-999	1,000-9,999	10,000+	
Oral proficiency tests in English	70.0%	89.0%	89.4%	99.3%	96.3%	83.1%
Home language survey	66.3	71.9	90.8	97.2	92.8	76.6
Teacher judgement	69.6	81.4	63.7	39.7	28.7	69.4
Achievement tests in English	46.5	48.8	62.1	59.8	74.3	52.3
Teacher ratings of English language proficiency	44.4	57.5	50.1	36.4	25.3	49.2
Writing samples in English	39.0	43.8	53.0	59.5	43.1	45.5
Oral proficiency tests in native language	25.0	26.1	46.0	72.9	72.9	34.4
Literacy tests in English	28.8	31.0	39.4	51.1	48.8	33.9
Achievement tests in native language	2.0	7.5	23.4	34.0	28.7	11.6
Other	7.8	5.4	9.0	13.7	7.3	7.8

The number of respondents to the item was 735; this was 98.7% of those who responded to the survey. The results are weighted to be nationally representative.

* Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE III-2

Frequency of Review of LEP Status
(District Mail Survey)

Frequency of Review	Percentage of Districts by Number of LEP Students in District					All Districts
	1-24	25-99	100-999	1,000-9,999	10,000+	
Once each school year	57.6%	41.1%	47.0%	56.9%	47.5%	49.8%
Twice each school year	14.9	24.0	24.8	11.7	7.0	19.9
More than twice a school year	14.1	23.9	14.7	7.0	10.5	16.6
Not each year but only when the student is considered eligible for exit	10.9	7.2	6.9	10.4	24.6	8.8
Other	2.5	3.9	6.6	14.1	10.3	4.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item was 692; this was 92.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE III-3
Data Collected and Used to Reclassify LEP Students
 (District Mail Survey)

Data Used to Reclassify LEP Students	Percentage of Districts by Number of LEP Students in District ^a					All Districts
	1-24	25-99	100-999	1,000-9,999	10,000+	
Teacher judgement	79.3%	81.5%	78.3%	64.8%	71.7%	78.6%
Achievement tests in English	67.4	72.7	83.9	89.7	96.3	75.0
Oral proficiency tests in English	61.8	80.4	80.8	89.6	82.4	74.4
Teacher ratings of English language proficiency	46.3	61.2	66.3	60.2	68.4	57.0
Writing samples in English	46.1	54.0	56.7	66.9	57.5	52.8
Literacy tests in English	20.4	28.6	38.1	50.7	50.5	29.8
Other	2.9	9.6	18.3	20.9	21.2	10.3

The number of respondents to the item was 700; this was 94.0% of those who responded to the survey. The results are weighted to be nationally representative.

^a Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE III-4

Follow-up of Former LEP Students
(District Mail Survey)

Follow-up	Percentage of Districts by Number of LEP Students in District*					All Districts
	1-24	25-99	100-999	1,000-9,999	10,000+	
Achievement test scores are monitored	60.0%	55.7%	65.0%	70.2%	70.6%	60.8%
Grades are monitored	57.2	57.8	64.3	67.2	65.2	60.0
Teachers are systematically asked about the student's progress	61.2	70.4	49.5	39.5	40.0	59.3
No monitoring of former LEP students is done	20.8	13.2	11.4	10.0	3.8	15.2
Other	0.0	6.6	0.7	0.0	0.0	2.2

The number of respondents to the item was 666; this was 89.4% of those who responded to the survey. The results are weighted to be nationally representative.

* Because multiple responses are possible, the percentages may add up to more than 100 percent.

IV. INSTRUCTIONAL SERVICES

In this chapter, the study's findings relating to the instructional services provided to LEP students are discussed. Data were collected at three levels: State, district and school.

A. STATE POLICIES

State legislation and policy vary considerably across the country in terms of requirements for special instructional services for LEP students. As shown on Table IV-1, in response to the State Mail Questionnaire, 25 of the 51 (49 percent) State Education Agencies (SEAs) reported that local education agencies in their states were required to provide particular types of services to LEP students. Of these 25 SEAs, 22 required special instruction in English language arts (English as a Second Language), while 17 also required instruction in content areas using the students' native language (bilingual education). Of the remaining three, two did not specify the type(s) of services required and one reported that the State required an individualized educational program (IEP). Most States required these services to be provided to all LEP students; however, a few states reported that special services were required only if a minimum number of LEP students from a single language group were enrolled in a school (for example, 20 per school). Of the 26 SEAs which did not require local districts to provide special services, 16 reported that they encouraged or promoted particular services. Of these 16, 15 encouraged or promoted the use of ESL and 8 encouraged or promoted bilingual education.

Although some of the SEAs specifically required, encouraged, or promoted particular types of services (e.g., ESL or bilingual education), how these requirements were implemented at the local level varied considerably. This may have been due to the lack of specific definition for these program labels.

With regard to funding support for LEP services, a total of 22 States (43 percent) provided State funds designed specifically for the administration and/or provision of instructional services for LEP students. Funding over the past three years increased in 10 of the 22 States, decreased in 5 states, and remained the same in 7 states. Most of the states with increased funding reported that the increase was due to changes in the size of the LEP student population, while most States with decreased funding reported the decrease was due to State-wide budget cuts. In distributing State funds to local districts, half of the States said districts must apply for funding and half said funding was automatically distributed to those districts with LEP students. In most cases, the amount of money received by districts depended on the size of the LEP student population.

B. DISTRICT-LEVEL DATA

Almost all LEP students receive some type of special instructional service. This may range from full-day specialized instruction to a single period pull-out class. Districts reported that three-quarters of LEP students receive special instruction in English (ESL), while a little over one-third received language arts in their native language (see Table IV-2).

Services for LEP students are supported through a variety of funding sources. As shown in Table IV-3, there were four times as many LEP students being served under the federal Chapter 1 program as under the Title VII program. There were also large number of LEP students being served under special education programs for disabled children (see Table IV-2), which also receive federal support. However, the largest number of LEP students were being served using special State funds for LEP services.

As shown in Table IV-4, almost 50 percent of elementary students received at least a quarter of their instruction in their native languages. The percentages for middle school and high school students were 28 percent and 25 percent. Spanish LEP students were much more likely to receive instruction using their native language than were LEP students in other language groups (see Table IV-5).

A number of variables were examined which might predict the extent to which the native language was used for instruction in a district. The strongest predictors of native language use were the percentage of LEP students whose native language was Spanish, the percentage of LEP students receiving services under special state funding for LEP students, the percentage of LEP students receiving services under Title VII, and the number of LEP students in the district. Thus, districts with high percentages and large numbers of Spanish language LEP students which received special state and federal funding to serve those students were more likely than other districts to offer instruction using the native language.

C. SCHOOL-LEVEL DATA

Respondents to the School Mail Questionnaire were asked to identify the different types of special services offered to LEP students in their schools. In identifying the different type of services, school respondents were asked to consider all instruction received by a typical LEP student in their school, to consider the content of the instruction (i.e., subjects taught, special instruction in English, and instruction in native language arts), and the way that instruction was delivered (i.e., extent of the native language and special adaptations in instruction made for LEP students).

For each instructional service identified, the school respondent completed a separate "Instructional Services Description Form" to indicate the number of students receiving

that service, their language groups, and their levels of proficiency in English. Information was also obtained on the extent to which English was adapted to the needs of LEP students, the length of time that the instructional services are typically received by individual students, the most typical service delivery structure, and the types of staff used. Also, as part of each Instructional Services Description Form, a full instructional schedule for a typical student for a week was described, showing hours of instruction in each subject area, use of the native language for instruction, and use of special content and/or approach for instruction. Information was not collected on funding sources for specific services.

A large sample of Instructional Services Description Forms was then examined to determine the most important distinctions among service programs as defined by school staff. The full range of possible variables (including language use, classroom configurations, staffing patterns, and the extent to which services were specifically designed for LEP students) were reviewed before the final system for categorizing students' overall instructional experiences was developed.

The system for coding services was based on the following variables: the language used for instruction, the staff and/or service delivery structure used (e.g., special aide in classroom; pull-out instruction, tutoring, etc.), and the extent to which students participated in regular instructional contexts versus special instructional contexts specifically designed for LEP students. The coding scheme used is shown in Figure IV-1.⁴ Extent of native language use is represented across the top of the matrix, moving from no use of the native language to a significant level of use. The nature of instructional services is represented down the left-hand side of the matrix. The categories move from no special services to increasingly more special instruction for LEP students (intensive special LEP services).

The major characteristics of the nine service types are summarized below. Except for Type 9 (unknown) services, higher numbers refer to more intensive services and more use of the native language.

Type 1 - No special or additional services. This type is defined by the absence of any special instructional services for LEP students. It may or may not include special monitoring of such students. Approximately 2 percent of LEP students nationwide were projected to receive this type of service.

Type 2 - Additional services not specific to LEP students. This type includes a range of special services but which are not specifically designed for LEP

⁴ Different coding categories are used to describe the extent of native language for district and school data. District categories were predetermined so that district respondents could estimate the number of LEP students within broad categories. The school categories were developed after data collection and more accurately reflect distinctions used by service providers.

FIGURE IV-1

CODING CATEGORIES: INSTRUCTIONAL SERVICES FOR LEP STUDENTS

NATURE OF INSTRUCTIONAL SERVICES	ALL ENGLISH ≤ 2% L1	SOME L1 L1 used, amount not known; or: L1 ≥ 2%, but does not qualify as "significant"	SIGNIFICANT L1 ≥ 50% L1 use for at least one academic content area (3.75 hrs/week) including L1 language arts instruction or: ≥ 25% L1 for Math, Science, and Social Studies instruction	LANGUAGE INSTRUCTION
NO SPECIAL OR ADDITIONAL SERVICES: - Without special monitoring of students - With special monitoring of students	1 (2% of LEP students)			
ADDITIONAL SERVICES NOT SPECIFIC TO LEPs: - In-class Aide (no L1, no ESL training) - Regular Chapter 1/Resource/Tutoring - Special Education Services	2 (1% of LEP students)			
SPECIAL SERVICES (PRIMARY NON-LEP INSTRUCTIONAL CONTEXT): - Special aide as primary LEP service - Special LEP Chapter 1/Resource/Tutoring as primary LEP service - ESL instruction (less than 10 hours) as primary LEP service	3 (17% of LEP students)	4 (6% of LEP students)	5 (3% of LEP students)	
INTENSIVE SPECIAL LEP SERVICES: - Multiple period ESL (ESL ≥ 10 hrs.) plus regular instruction in content areas - Some special content instruction for LEPs; No ESL - ESL plus some special content instruction for LEPs - All academic instruction (in English, Math, Science, Social Studies) involves special content/approach for LEPs	6 (13% of LEP students)	7 (14% of LEP students)	8 (34% of LEP students)	
UNKNOWN SERVICES: - Completely unknown: No information on instructional services - Special services for LEPs: Type unknown				9 (9% of LEP students)

BEST COPY AVAILABLE

students. These services may include in-class aides, Chapter 1 or other resource teachers, tutoring, or special education. Approximately 1 percent of LEP students nationwide were projected to receive this type of service.

Type 3 - Some special services provided all in English. This type includes a range of services specifically designed for LEP students, but provided in instructional contexts not designed for such students. Virtually all instruction is in English. Services include special aides for LEP students, special LEP Chapter 1 or other resource teachers, or ESL instruction provided for less than 10 hours per week. Approximately 17 percent of LEP students nationwide were projected to receive this type of service.

Type 4 - Some special services with some instruction using the native language. This type of service is similar to Type 3, except that some instruction is provided in the native language (i.e., less than 50 percent use in one academic subject, or less than 25 percent use in math, science, and social studies combined). Approximately 6 percent of LEP students nationwide were projected to receive this type of service.

Type 5 - Some special services with significant use of the native language for instruction. This type of service is similar to Types 3 and 4, except that a significant amount of instruction is provided in the native language (more than 50 percent use in one academic subject, or more than 25 percent use in math, science, and social studies combined). Approximately 3 percent of LEP students nationwide were projected to receive this type of service.

Type 6 - Intensive special services provided all in English. This type includes a range of special services which are specifically designed for LEP students and are provided primarily in contexts focused on LEP students. Virtually all instruction is in English. Services include ESL instruction for 10 hours or more per week and content instruction in other academic subjects which is specifically designed for LEP students. Approximately 13 percent of LEP students nationwide were projected to receive this type of service.

Type 7 - Intensive special services with some instruction using the native language. This type is similar to Type 6, except that some instruction is provided in the native language (i.e., less than 50 percent use in one academic subject, or less than 25 percent use in math, science, and social studies combined). Approximately 14 percent of LEP students nationwide were projected to receive this type of service.

Type 8 - Intensive special services with significant use of the native language for instruction. This type is similar to Types 6 and 7, except that a significant amount of instruction is provided using the native language (more than 50 percent

use in one academic subject, or more than 25 percent used in math, science, and social studies combined). Approximately 34 percent of LEP students nationwide were projected to receive this type of service.

Type 9 - Unknown services. Sufficient information could not be obtained to characterize these services. Approximately 9 percent of student nationwide fell in this category.

The percentages of schools which offer these types of services and the percentages of students receiving each service are shown on Tables IV-6, IV-7, IV-8, and IV-9. It should be noted that schools may offer more than one type of service but each student receives only one type. The data show that:

- The most frequent service types offered by schools were Type 3 (special services using all English instruction) offered by 49 percent of schools; Type 8 (intensive LEP services with significant native language use) offered by 20 percent of schools; and Type 6 (intensive LEP services using all English instruction) offered by 20 percent of schools. Schools with smaller numbers of LEP students tended to offer less intensive services mostly in English, such as Type 3 services, while schools with large numbers tended to offer more intensive services with more use of the native language, such as Type 8 services. Elementary schools tended to offer Type 3 services more frequently than did secondary schools, while secondary schools tended to offer Type 6 services more frequently.
- The most common service type received by students (34 percent of LEP students) was Type 8 (intensive LEP services with significant native language use). Type 3 (ESL as primary service using all English instruction) was received by 17 percent of LEP students.

Table IV-10 compares the service types by certain selected variables. As shown on the table, proportionally fewer students in Types 1 and 2, which offer little or no special services, have little or no oral proficiency skills in English at entry than students in the other service types. Types 5 and 8, which offer significant instruction using the native language, serves the highest percentages of students with little or no oral proficiency in English. Students are retained in Types 4, 7, and 8 longer than average, while they exit more quickly than average from Types 2, 5, and 6.

Pull-out teachers are more heavily used to supplement the main teacher in Types 2 and 3, while in-class aides are used in all service types, particularly within Types 5, 7, and 8.

An examination of instructional schedules shows that Types 5, 6, and 7 provide more instruction in English (when ESL and regular instruction are combined) than the other types, especially Type 1. Students in Type 1 get more science and social studies

instruction and less English instruction as compared to students in the other service types. As expected, students in Types 5 and 8, who receive significant instruction using the native language, receive more instruction in native language arts than students in other service types.

Using multiple regression techniques, a number of variables were examined which might predict the extent to which schools offered the three most intensive services types (Types 6, 7, and 8), and the service types involving native language use (Types 4, 5, 7, and 8). Predictor variables included in the analyses were number and percentage of LEP students in the school, percentage of LEP students receiving federal Title VII services, percentage of LEP receiving services under special state funds for LEP services, percentage of LEP students whose native language was Spanish, percentage of LEP students born in the U.S., percentage of LEP students with limited oral proficiency in their native language, percentage of teachers who were fluent in the native language of their LEP students, and the percentage of teachers who had some form of LEP certification. Results showed that the strongest predictors of the presence of intensive services for LEPs were the number of LEP students in the school and the percentage who were foreign born. The strongest predictors of native language use for instruction were the presence of teachers who spoke the native language of their students and the percentage of LEP students whose native language was Spanish. Thus, it appears that a high concentration of LEP students who speak the same language (usually Spanish) and the availability of teachers who also speak that language are both necessary in order for instruction in the native language to be practical.

• •

TABLE IV-1

State Requirements for Service Provision
(State Mail Questionnaire)

State Policy	Number of SEA's
Districts required to provide special services:	25
Special instruction in English language arts (ESL)	22
Instruction in content areas using the native language	17
Type of services not specified	3
No requirement of districts to provide specific types of service	26
Encouraged or promoted particular service	16
Encouraged or promoted ESL	15
Encouraged or promoted use of native language in instruction	8

TABLE IV-2
Instructional Services or Programs Provided to LEP Students
(District Mail Survey)

Instructional Service or Program	Percentage of LEP Students by Number of LEP Students in District					
	1-24	25-99	100-999	1,000-9,999	10,000+	All Districts
Any LEP instructional service	93.7%	90.6%	89.3%	94.3%	93.2%	92.9%
Special instruction in English (ESL)	82.0	76.9	73.7	75.3	79.5	76.6
Language arts in native language	12.4	9.0	28.1	36.5	50.1	38.7
Special education services ^a	9.4	6.0	5.4	5.6	8.7	6.6
Gifted and talented services	1.2	1.8	2.2	1.5	1.5	1.6
Total number of LEP students	16,101	80,757	411,534	992,757	812,930	2,314,079

The number of respondents to these items ranged from 586 - 739; this was 78.7 - 99.2% of those who responded to the survey.

^a Programs serving disabled children.

TABLE IV-3
Services to LEP Students by Funding Source
(District Mail Survey)

Funding Source	Percentage of LEP Students by Number of LEP Students in District					
	1-24	25-99	100-999	1,000-9,999	10,000+	All Districts
<u>Federal Funding Program</u>						
Chapter 1	37.8%	26.5%	25.6%	38.1%	36.0%	34.7%
Title VII	0.8	8.3	13.4	11.8	5.3	9.6
<u>State Funding Program</u>						
LEP services program	26.0	43.4	64.5	75.1	77.8	72.7
Other compensatory education program	9.0	16.6	21.3	29.4	35.0	29.3
Total number of LEP students	16,101	80,757	411,534	992,757	812,930	2,314,079

The number of respondents to these items ranged from 586 - 739; this was 78.7 - 99.2% of those who responded to the survey.

TABLE IV-4

Native Language Use As a Percentage of All Instruction
(District Mail Survey)

Amount of Native Language Use	Percentage of LEP Students by Number of LEP Students in District					
	1-24	25-99	100-999	1,000-9,999	10,000+	All Districts
Elementary Grades						
Extensive (61-100%)	4.3%	5.4%	16.4%	30.5%	25.0%	25.1%
Significant (25-60%)	3.2	10.3	18.1	19.5	34.0	23.9
Some (1 - 24%)	21.7	35.2	26.7	22.0	21.3	23.1
None	70.9	49.1	38.8	28.0	19.7	27.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Junior High/Middle School						
Extensive (61-100%)	0.0%	4.2%	7.6%	15.4%	8.3%	10.9%
Significant (25-60%)	3.1	6.0	15.2	16.1	20.0	16.8
Some (1 - 24%)	24.6	33.4	32.7	30.2	27.8	29.9
None	72.3	56.3	44.5	38.3	43.9	42.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
High School						
Extensive (61-100%)	8.3%	2.3%	7.4%	11.8%	8.4%	9.4%
Significant (25-60%)	4.3	10.5	12.1	13.8	20.3	15.1
Some (1 - 24%)	20.8	33.3	33.4	30.8	23.8	29.3
None	66.6	53.9	47.1	43.6	47.5	46.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 707, this was 94.9% of those who responded to the survey

TABLE IV-5

Use of Native Language for Instruction for Spanish and Other LEP Students
(District Mail Survey)

Use of Native Language for Instruction as a Percentage of All Instruction	<u>Percentage of Districts Offering Instruction by Grade Level and Native Language of Student</u>					
	<u>Elementary school^a</u>		<u>Middle school^b</u>		<u>High school^c</u>	
	Spanish	Other	Spanish	Other	Spanish	Other
Extensive (61-100%)	13.4%	3.6	9.0	2.9	8.5	2.9
Significant (25-60%)	18.5%	4.6	14.5	4.2	14.1	5.4
Some (1-24%)	40.4%	14.5	36.8	13.4	34.6	18.3
None (0%)	42.4%	48.9	35.4	42.7	35.4	45.6

A district may provide instruction using different amounts of native language for different groups of students. Thus, the percentages in the table do not add within columns. The results are weighted to be nationally representative.

^a The number of respondents to these items ranged from 666 to 705; these were 89.4 - 94.6% of those who responded the survey. The percentages in elementary school represent the percentage of all school districts with elementary LEP students that provide instruction using a specific amount of the native language to at least one LEP student.

^b The number of respondents to these items ranged from 670 to 702; these were 89.9 - 94.2% of those who responded the survey. The percentages in middle school represent the percentage of all school districts with middle school LEP students that provide instruction using a specific amount of the native language to at least one LEP student.

^c The number of respondents to these items ranged from 657 to 701; these were 88.2 - 94.1% of those who responded the survey. The percentages in high school represent the percentage of all school districts with high school LEP students that provide instruction using a specific amount of the native language to at least one LEP student.

TABLE IV-6

Percentage of Schools Offering Each Service Type
(School Mail Survey)

Service Type	Percentage of Schools by Number of LEP Students in School*					
	1-9	10-29	30-99	100-299	300+	All Schools
1 (No spec. services)	6.7%	9.4%	4.7%	5.4%	4.9%	6.5%
2 (Services not spec. to LEPs)	14.7	3.2	6.9	4.1	0.5	7.7
3 (Some spec. services; all Eng.)	52.4	57.4	45.6	43.3	27.5	48.9
4 (Some spec. services; some nat. lang.)	9.2	13.8	18.1	17.5	15.8	14.0
5 (Some spec. services; signif. nat. lang.)	4.8	5.9	6.3	6.4	4.3	5.6
6 (Intensive services; all Eng.)	9.3	18.5	26.9	29.9	30.7	20.0
7 (Intensive services; some nat. lang.)	4.0	9.2	20.0	27.5	29.4	14.2
8 (Intensive services; signif. nat. lang.)	2.9	5.9	23.6	52.5	66.5	20.4
9 (Unknown)	6.7	19.3	27.3	31.4	43.3	20.5

The number of respondents to this item was 1677; this was 100.0% of those who responded to the survey.

* Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-7

Percentage of LEP Students Receiving Each Service Type
(School Mail Survey)

Service Type	Percentage of LEP Students by Number of LEP Students in School					All Schools
	1-9	10-29	30-99	100-299	300+	
1 (No spec. services)	4.2%	5.5%	1.5%	1.8%	1.4%	1.9%
2 (Services not spec. to LEPs)	13.1	0.9	2.9	1.2	0.3	1.3
3 (Some spec. services; all Eng.)	50.0	47.8	27.8	16.9	7.8	17.4
4 (Some spec. services; some nat. lang.)	8.2	9.1	9.4	7.1	4.1	6.4
5 (Some spec. services; signif. nat. lang.)	4.1	4.2	3.2	3.2	1.9	2.8
6 (Intensive services; all Eng.)	8.7	13.0	16.8	14.0	11.3	13.3
7 (Intensive services; some nat. lang.)	4.1	6.5	13.9	14.7	15.9	14.4
8 (Intensive services; signif. nat. lang.)	4.0	4.5	16.9	33.5	46.2	33.7
9 (Unknown)	3.4	8.5	7.7	7.6	11.1	9.0
Total	41,882	127,196	380,194	842,819	915,353	2,307,444

The number of respondents to this item was 1677; this was 100.0% of those who responded to the survey.

TABLE IV-8

Percentage of Schools Offering Each Service Type by Grade Level
(School Mail Survey)

Service Type	<u>Percentage of Schools by Grade Level^a</u>				
	Elementary	Middle	High	Multi-level	Total
1 (No spec. services)	5.6%	7.7%	9.7%	5.0%	6.5%
2 (Services not spec. to LEPs)	7.5	7.4	4.7	16.2	7.7
3 (Some spec. services; all Eng.)	55.3	39.2	40.3	34.5	48.9
4 (Some spec. services; some nat. lang.)	13.4	14.5	15.8	18.5	14.0
5 (Some spec. services; signif. nat. lang.)	6.2	5.3	5.7	2.9	5.6
6 (Intensive services; all Eng.)	16.5	27.4	30.3	14.3	20.0
7 (Intensive services; some nat. lang.)	12.4	16.7	18.9	17.1	14.2
8 (Intensive services; signif. nat. lang.)	20.4	22.5	15.5	29.8	20.4
9 (Unknown)	19.5	18.0	24.2	25.6	20.5

The number of respondents to this item was 1677; this was 100.0% of those who responded to the survey.

^a Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE IV-9

Percentage of LEP Students Receiving Each Service Type by Grade Level
(School Mail Survey)

<u>Percentage of LEP Students by Grade Level</u>					
Service Type	Elementary	Middle	High	Multi-level	Total
1 (No spec. services)	0.9%	3.1%	4.8%	0.8%	1.9%
2 (Services not spec. to LEPs)	1.3	1.4	0.8	2.6	1.3
3 (Some spec. services; all Eng.)	21.0	12.6	10.4	12.3	17.4
4 (Some spec. services; some nat. lang.)	6.9	6.1	5.1	6.0	6.4
5 (Some spec. services; signif. nat. lang.)	3.1	1.4	3.8	0.7	2.8
6 (Intensive services; all Eng.)	10.5	21.3	20.9	6.2	13.3
7 (Intensive services; some nat. lang.)	13.3	17.2	19.1	8.8	14.4
8 (Intensive services; signif. nat. lang.)	36.1	25.9	19.6	54.4	33.7
9 (Unknown)	6.9	10.9	15.6	8.1	9.0
Total	1,412,096	298,931	387,844	208,573	2,307,444

The number of respondents to this item was 1677; this was 100.0% of those who responded to the survey.

TABLE IV-10

Comparisons of Service Types

Variable	Service Type							
	1	2	3	4	5	6	7	8
Percentage of LEP students at entry with very little or no oral proficiency in English	1.8%	14.0%	23.2%	20.5%	56.7%	24.2	26.8	37.3%
Mean years which elementary school LEP students receive service	2.9 years	2.6 years	2.8 years	3.4 years	2.5 years	2.6 years	3.4 years	3.3 years
Percentage of LEP students receiving instruction by type of person in addition to main teacher(s):								
• Pullout teacher	26%	67%	55%	38%	45%	31%	36%	36%
• In-class resource teacher	35	22	21	13	15	23	18	33
• In-class aide	66	60	58	69	86	70	86	90
• Student peer or buddy	31	11	48	41	57	49	48	40
Hours per week of:								
• ESL/special English instruction	0.0 hours	1.3 hours	4.0 hours	4.0 hours	4.8 hours	7.3 hours	6.7 hours	5.3 hours
• Regular English language arts	7.2	7.6	5.5	4.1	5.8	3.5	4.0	2.5
• Native language arts	0.1	0.3	1.1	3.2	4.2	0.9	2.7	5.4
• Math	4.8	4.4	4.6	4.5	4.0	4.7	4.7	4.6
• Science	4.3	3.7	3.6	3.6	3.5	3.5	3.6	3.5
• Social studies	4.5	3.8	3.8	3.8	3.5	3.7	3.6	3.6

The number of responses to these items ranged from 1953 to 2357, this was 60.7 - 73.3% of those who responded to the survey.

V. INSTRUCTIONAL STAFF

This chapter presents findings concerning the instructional staff who provide services to LEP students.

A. NUMBER, CHARACTERISTICS, AND EXPERIENCE OF INSTRUCTIONAL STAFF

There are large numbers of public school teachers in the U.S. who teach at least one LEP student in grades K-12. Most of these teachers are not specialists; they teach classes containing mostly English proficient students along with some LEP students. A total of 364,485 teachers had at least one LEP student in their class(es), according to the school mail survey. This represented 15 percent of all public school teachers in the country. As shown in Table V-1, across all grade levels, 66 percent of teachers serving LEP students were main classroom teachers serving some LEP students, while another 18 percent were main classroom teachers serving primarily LEP students. A total of 67,795 instructional aides served LEP students, 52 percent of whom served primarily LEP students and 48 percent of whom served some LEP students.

Almost all teachers (93 percent) of LEP students were white, while 4 percent were black, according to the teacher mail survey. Eighteen percent identified themselves as Hispanic. Teachers of LEP students were 42 years old on the average, with 12 years of teaching experience in public and/or private schools. High school teachers of LEP students were slightly older (by 3 years) and were more experienced (by 4 1/2 years) than elementary school teachers. As shown on Table V-2, the mean number of years of experience teaching LEP students was 7.3 years; middle school teachers (8.4 years) had slightly more experience teaching LEP students than elementary school teachers (7.1 years) or high school teachers (6.9 years).

B. EDUCATION AND TEACHING CERTIFICATION OF INSTRUCTIONAL STAFF

Teachers of LEP students hold regular elementary and secondary level teaching certifications; only small percentages are certified in bilingual education or ESL. As shown on Table V-3, according to the teacher survey, 45 percent held Master's degrees or higher, while the remainder had Bachelor's degrees. High school teachers were more likely to hold Master's degrees than elementary school teachers. Teachers of LEP students had a mean of four undergraduate mathematics and four undergraduate science courses; however, they averaged less than one mathematics course and less than one science course during their graduate training.

Eighty-six percent of teachers of LEP students at the elementary level held elementary certification, while 84 percent of teachers of LEP students at the high school level held secondary certifications. These and other certifications held by teachers of LEP students are shown on Table V-4. Only 10 percent of teachers of LEP students were certified in bilingual education and 8 percent in ESL. Teachers of LEP students at elementary schools were more likely to be certified in these areas than were middle or high school teachers. Among those teachers of LEP students with bilingual or ESL certification, 71 percent also held elementary certification, 36 percent held secondary certification, 32 percent held foreign language certification, and 20 percent held early childhood certification.

C. LANGUAGE CAPABILITIES AND USE BY INSTRUCTIONAL STAFF

English is the language used by teachers for most of the instruction of LEP students. Less than half (42 percent) of teachers of LEP students spoke a non-English language that was the native language of one or more of their LEP students, according to the teacher mail survey. As shown in Table V-5, elementary and middle school teachers were more likely to speak the language(s) of their LEP students than were high school teachers. According to school administrators, 78 percent of instructional aides primarily serving LEP students were fluent in a native language, while 42 percent of instructional aides serving some LEP students were fluent in a native language.

Only one-half of teachers of LEP students or their aides used at least some of their LEP students' native languages for instruction. The average amount of instruction (including instruction by aides) using the native language was 16 percent. The percentage of instruction using the native language was twice as high in elementary schools than in high schools.

With respect to the type of English used for instruction, 69 percent of teachers (or their aides) who instructed LEP students adapted or simplified the English they used to make it more understandable to LEP students. The remaining 31 percent reported that the English they used was the same as that used for native English speakers of the same age and grade level. Elementary school teachers were more likely to adapt their English to the needs of their LEP students than were teachers in middle or high schools.

D. USE OF CLASSROOM AIDES

Instructional aides are common in classrooms containing LEP students. Overall, 35 percent of teachers of LEP students had an aide in their classroom for at least some time of the school day. Aides were more likely to be found in elementary classrooms (49 percent) than in middle and high school classrooms (16 percent). As shown in Table V-6, the three most common activities of instructional aides were instructing students in academic work (reported by 89 percent of teachers with aides), monitoring and keeping

students on task (77 percent), and helping with non-instructional tasks such as record-keeping and assembling materials (62 percent).

E. TRAINING PROVIDED TO STAFF

Most school districts offer inservice training to instructional staff who provide services to LEP students, but districts are less likely to offer support to staff to enable them to take college courses.⁵ However, only about half of the teachers of LEP students have had recent training relating to the instruction of those students.

Overall, 80 percent of districts provided inservice training to teachers of LEP students, and 57 percent offered such training to classroom aides. Thirty-two percent of districts supported college training for teachers and 16 percent supported college training for classroom aides. Information on pre-service training was not collected.

Districts with larger numbers of LEP students were more likely to provide both inservice training and support for college courses than districts with smaller numbers of LEP students. All districts with 1,000 or more LEP students offered inservice training to teachers, while less than two-thirds of districts with 25 or fewer LEP students offered inservice training to teachers. As shown on Table V-7, similar trends were found in the percentages of districts providing inservice training for aides and college training for teachers and aides.

Districts with larger numbers of LEP students provided more hours of inservice training to individual teachers and aides than did districts with smaller numbers of LEP students. Overall, according to the district mail survey, individual teachers received an average of 13 hours of inservice training. As shown on Table V-8, the number of hours ranged from 34 hours in the districts with the largest numbers of LEP students to 9 hours in districts with the smallest numbers of LEP students. Classroom aides, on the average, received 9 hours of inservice training.

Using multiple regression techniques, a number of factors were examined which might predict the amount of inservice training provided to teachers and aides. Predictor variables included in the analyses were number of total students and LEP students in the district, percentage of LEP students receiving federal Title VII services, percentage of LEP students receiving services under special state funding for LEP students, percentage of LEP students whose native language was Spanish, and per student costs. Results showed that the two strongest predictors of the amount of inservice training offered by districts were the percentage of students receiving services supported by Title VII and the percentage receiving services supported by special state LEP funds.

⁵ The distinction between inservice training and college courses is sometimes not clear. For example, a school district may offer on-site training for continuing education credit, which might be considered inservice or college training.

Despite the training provided, many teachers of LEP students had not taken college courses or received inservice training in the past five years which was related to the teaching of LEP students. Only 55 percent of all teachers of LEP students had taken relevant college courses or had received recent inservice training related to teaching LEP students. As shown on Table V-9, elementary school teachers were more likely than middle or high school teachers to have had relevant training. Across all grade levels, approximately half of all teachers of LEP students had completed inservice training in the past five years in the areas of effective practices in instructing LEP students, awareness of cultural differences and implications for instruction, and teaching English to LEP students. As shown on Table V-10, training in other areas was even less common. Similarly, across all grade levels, only about one-third of teachers of LEP students had ever taken college courses concerning cultural differences and implications for instruction, language acquisition theory, and teaching English to LEP students. As shown on Table V-11, the percentages of teachers of LEP students who had taken other relevant college courses was even lower.

TABLE V-1
Number of Staff Members Serving LEP Students
(School Mail Survey)

Categories	Staff Members By Grade Level				
	Elementary	Middle	High	Multi-level	Total
• Number of Teachers	180,734	64,179	89,314	30,259	364,485
Main classroom teachers serving primarily LEP students	21.5%	10.9%	14.3%	21.8%	17.9%
Main classroom teachers serving some LEP students	60.6	71.6	73.3	60.3	65.7
Single or multiple-period or pull-out English as a Second Language teachers	8.2	6.3	5.4	5.7	7.0
Other single or multiple-period class or pull-out teachers (e.g., Chapter 1, other) serving primarily LEP students	1.9	2.1	1.7	2.9	2.0
Other single or multiple-period class or pull-out teachers (e.g., Chapter 1, other) serving some LEP students	7.8	9.1	5.2	9.2	7.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%
• Number of Instructional Aides	47,707	6,775	6,247	7,066	67,795
Instructional aides primarily serving LEP students	49.2%	59.0%	63.1%	54.2%	52.0%
Instructional aides serving some LEP students	50.8	41.0	36.9	45.8	48.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to the item ranged from 1167 to 1319; these were 63.6 - 71.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-2**Years of Experience of Teachers of LEP Students**
(Teacher Mail Survey)

Number of Years	Employed as Teacher in Public and/or Private Schools	Experience Teaching LEP Students
2 and less	11.4%	21.5%
3 - 4	17.4	21.2
5 - 6	8.5	14.2
7 - 10	17.8	20.7
11 - 15	12.4	10.8
16 and more	32.5	11.6
Total	100.0%	100.0%
Mean	11.6 years	7.3 years

The number of respondents to the item was 924; this was 97.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-3

Highest Degree Earned and Courses Taken by Teachers of LEP Students
(Teacher Mail Survey)

Degree Earned	<u>Percentage of Teachers By Grade Level</u>				All teachers
	Elementary	Middle	High	Multi-level	
Associate's degree	0.3%	0.0%	0.0%	0.5%	0.2%
Bachelor's degree	56.6	62.7	35.6	86.6	54.5
Master's degree	43.0	35.8	64.0	12.9	44.9
Doctoral degree	0.0	1.5	0.4	0.0	0.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Type of Course	<u>Mean Number of Courses by Grade Level</u>				All teachers
	Elementary	Middle	High	Multi-level	
Undergraduate mathematics	3.2	7.7	3.5	2.8	4.1
Undergraduate science	3.5	4.8	5.0	4.5	4.1
Graduate mathematics	1.0	0.6	0.4	0.2	0.8
Graduate science	0.8	0.9	0.9	0.2	0.8

The number of respondents to these items ranged from 873 - 938; this was 92.0 - 98.8% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-4

Percentage of Teachers Who Hold Regular Certification in Various Teaching Areas by Grade Level
(Teacher Mail Survey)

Subject Area	<u>Percentage of Teachers by Grade Level*</u>				All teachers
	Elementary	Middle	High	Multi-level	
Elementary	86.4%	27.2	17.7	47.0	57.8%
Secondary	12.6%	62.6	83.6	46.7	39.7%
Early childhood	22.0%	3.1	1.1	5.5	12.9%
All levels	6.2%	12.6	8.8	18.3	8.6%
Bilingual education	16.4%	2.8	3.7	0.5	10.2%
ESL	10.2%	5.3	7.6	7.8	8.5%
Science	1.7%	18.4	13.9	12.7	8.3%
Mathematics	2.1%	14.4	8.9	3.3	6.1%
Foreign language	6.1%	9.1	11.8	8.2	8.0%
Other	14.7%	29.6	29.5	39.7	22.1%

The number of respondents to the item ranged from 935 - 938; this was 98.5 - 98.8% of those who responded to the survey. The results are weighted to be nationally representative.

* Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-5

**Percentage of Teachers Who Share a Non-English
Language with Their LEP Students**
(Teacher Mail Survey)

Grade Level of Teachers	Percentage of Teachers
Elementary	45.8%
Middle	47.9
High	25.5
Multi-level	45.8
All teachers	41.9%

The number of respondents to the item was 941; this was 99.2% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-6

Major Activities of Aides in LEP Classrooms
(Teacher Mail Survey)

Activities	<u>Percentage of Teachers With Classroom Aides by Grade Level</u>				
	Elementary	Middle	High	Multi-level	All teachers
Instructing student(s) in academic work	94.8%	73.3%	67.4%	78.1%	89.3%
Monitoring students and keeping students on task	76.1	80.9	74.9	80.7	76.6
Helping with non-instructional tasks (e.g., record-keeping, assembling materials, etc.)	64.7	57.3	54.2	46.8	62.1
Creating new materials for use in the classroom	46.3	26.6	12.5	39.8	40.7
Translating between teachers and students	27.9	50.0	40.5	23.0	31.0
Translating in meetings with parents/guardians as needed for communication with students and parents/guardians	20.8	29.3	23.1	25.1	22.0

An aide may participate in all of the activities listed in the table, some of them, or just one of them. Thus, the percentages in the table do not add within columns. The number of respondents to the item was 305; this was 32.1% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-7

Staff Development Activities Offered to Staff Serving LEP Students
(District Mail Survey)

Staff Development Activity	Percentage of Districts by Number of LEP Students in District ^a					
	1-24	25-99	100-999	1,000-9,999	10,000+	All Districts
<u>Teachers</u>						
Inservice training	64.2%	81.2%	94.2%	100.0%	100.0%	79.7%
College or university level courses	18.0	25.6	48.3	67.2	78.7	32.1
<u>Aides</u>						
Inservice training	32.5	55.4	79.6	96.6	84.5	56.7
College or university level courses	6.7	11.4	25.4	38.8	38.5	15.5

The number of respondents to these items ranged from 678 - 689; this was 91.0 - 92.5% of those who responded to the survey.

* Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE V-8

Hours of Inservice Training for Staff Members Working With LEP Students
(District Mail Survey)

Staff Member	Mean Hours by Number of LEP Students in District					All Districts
	1-24	25-99	100-999	1,000-9,999	10,000+	
Teacher	8.9	11.3	18.6	26.0	34.2	13.5
Aide	4.6	7.6	12.9	16.9	9.7	8.6

The number of respondents to these items ranged from 675 - 677; this was 90.6 - 90.9% of those who responded to the survey.

TABLE V-9

**Percentage of Teachers Who Have Taken
College/University Courses or Received Recent (Within
the Past Five Years) Preservice/Inservice Training
Specifically Related to the Teaching of LEP Students**
(Teacher Mail Survey)

Grade Level of Teachers	Percentage of Teachers
Elementary	67.7%
Middle	48.0
High	29.4
Multi-level	51.7
All teachers	54.8%

The number of respondents to the item was 920; this was 96.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-10

Percentage of Teachers Who Have Received Preservice/Inservice Training
on Specific Topics in the Past Five Years
(Teacher Mail Survey)

Preservice/Inservice Training Topic	<u>Percentage of Teachers by Grade Level</u>				All teachers
	Elementary	Middle	High	Multi-level	
Effective practices in instructing LEP students	63.2%	52.5	52.4	56.1	59.8%
Awareness of cultural differences and implications for instruction of LEP students	55.0%	63.0	66.1	75.8	58.5%
Teaching English to LEP students	57.1%	44.0	42.9	32.7	52.2%
Language acquisition theory and its implications for instruction of LEP students	47.7%	22.6	29.5	31.5	40.5%
Teaching science to LEP students	30.2%	8.9	12.2	7.8	23.5%
Teaching native language arts to LEP students	27.0%	12.1	13.7	11.6	22.2%
Teaching mathematics to LEP students	26.0%	6.9	6.7	9.4	19.8%

The number of respondents to the item was 920; this was 96.9% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE V-11

Percentage of Teachers Who Have Taken College/University Courses on Specific Topics
(Teacher Mail Survey)

Topic of College/University Course	Percentage of Teachers by Grade Level				All teachers
	Elementary	Middle	High	Multi-level	
Awareness of cultural differences and implications for instruction of LEP students	41.4%	28.5	29.5	18.2	36.8%
Language acquisition theory and its implications for instruction of LEP students	38.0%	18.1	24.6	23.5	32.4%
Teaching English to LEP students	35.8%	15.1	21.4	25.2	30.1%
Effective practices in instructing LEP students	32.6%	19.6	21.3	15.5	28.3%
Teaching native language arts to LEP students	18.7%	8.3	5.9	10.2	15.1%
Teaching science to LEP students	11.9%	10.2	2.3	2.6	10.1%
Teaching mathematics to LEP students	12.5%	0.8	0.8	2.6	8.7%

The number of respondents to the item was 920; this was 96.9% of those who responded to the survey. The results are weighted to be nationally representative.

VI. OTHER FINDINGS

This chapter presents study findings concerning the number of different language groups which districts and schools serve, school environment, parent involvement, and the achievement of former LEP students.

A. LANGUAGE GROUP CONCENTRATIONS IN DISTRICTS AND SCHOOLS

Although Spanish is the predominant native language of LEP students in the U.S., a large number of school districts serve a wide range of different language groups. Eight individual language groups are served by at least 1,000 school districts, as shown in Table VI-1. Further, the concentrations of LEP students represented by these language are quite significant. One hundred LEP students in each of six language groups are enrolled in at least 50 school districts, and 25 LEP students in each of 11 language groups are enrolled in at least 100 school districts (see Table VI-2).

Individual schools also serve a wide range of language groups. Table VI-3 shows the percentage of schools which served multiple language groups. Overall, over 40 percent of schools which enrolled LEP students served at least four different language groups. High schools tended to serve students from a greater number of language groups than did elementary and middle schools. Seventy-five LEP students in each of nine language groups were enrolled in at least 40 schools, and 15 LEP students in each of 14 language groups were enrolled in at least 100 schools (see Table VI-4).

B. INTERACTION BETWEEN TEACHERS

Coordination among teachers was examined by asking about interactions between teachers of LEP students and other teachers. The data indicated that there is more interaction between teachers of LEP students and other teachers at elementary schools than at middle and high schools. As shown on Table VI-5, when asked to rate on a three-point scale (a "great deal, some, very little) the extent of interaction, 74 percent of elementary school respondents to the school mail survey reported "a great deal of interaction;" the same response was provided by only 54 percent and 55 percent of middle and high school respondents, respectively. According to the teacher mail survey, teachers of LEP students at elementary schools also reported more interaction among themselves and the rest of the teaching faculty than did teachers at middle and high schools (see Table VI-6).

C. INTERACTION BETWEEN LEP AND OTHER STUDENTS

As was found for teachers, there is more interaction between LEP students and the rest of the student body at elementary schools than at middle or high schools. As shown on

Table VI-5, on the same 3 point scale (a great deal, some, very little) 87 percent of elementary school respondents to the school mail survey reported "a great deal of interaction" between LEP and other students; only 55 percent and 46 percent of middle and high school respondents, respectively, responded in the same manner. According to the teacher mail survey, teachers also reported more interaction among LEP and non-LEP students at elementary schools than at middle or high schools (see Table VI-6).

D. AWARENESS OF LEP SERVICES

School district administrators were rated as having greater awareness of special services for LEP students than school board members. Using a 4-point scale (excellent, good, fair, poor), 75 percent of respondents to the district mail survey reported the awareness of school district administrators as good or excellent; the equivalent percentage for school board members was 46 percent. As shown on Table VI-7, both school district administrators and school board members were rated as having less awareness at districts with very large number of LEP students than districts with medium to small number of LEP students.

School principals, teachers, and the parents of LEP students at elementary schools were rated as having more awareness of special services for LEP students in their schools than principals, teachers and parents at middle and high schools (see Table VI-8). As shown on Table VI-9, all groups were rated as having higher levels of awareness of LEP services at schools with large numbers of LEP students in comparison to schools with medium to small number of LEP students. Similarly, in schools in which at least some LEP students received intensive services (Types 6, 7, and 8 as described in Chapter IV), principals and teachers of non-LEP students were rated as having greater awareness of LEP services than principals and teachers at other schools.

E. SUPPORT FOR LEP SERVICES

School district administrators were rated as exhibiting more support than school board members for special services for LEP students. As shown on Table VI-10, ratings of strong support by school district administrators were less common in districts with greater numbers of LEP students.

Using multiple regression, a number of variables were examined which might predict a composite of ratings of awareness and support for LEP services by district administrators and school board members. Predictor variables which were included in the analyses were number of total students and LEP students in the district, percentage of LEP students receiving services supported by Title VII and state funding, percentage of LEP students whose native language was Spanish, and per student costs. Results showed that only the presence of special state funds for LEP services appeared to predict the level of awareness and support for LEP services.

School principals, teachers, and parents of LEP students at elementary schools were rated as exhibiting more support for special services for LEP students than principals, teachers, and parents at middle and high schools (see Table VI-11). Also, in schools in which at least some LEP students received intensive services, principals were rated as exhibiting more support for LEP services than principals at other schools.

An attempt was also made to predict a composite of ratings of level of interactions between teachers of LEP and non-LEP students and awareness and support for services by principals, teachers, and parents. Predictor variables included in the analyses were number and percentage of LEP students in the school, percentage of LEP students receiving services under Title VII and special state funding, percentage of LEP students whose native language was Spanish, percentage of LEP students born in the U.S., percentage of LEP students with limited oral proficiency in their native language, percentage of teachers fluent in their LEP students' native language, and percentage of teachers who had some form of LEP certification. Results showed that the strongest predictors of interactions, awareness, and support at the school level were concentrations of LEP students and special state funds for LEP services.

F. PARENT AND COMMUNITY INVOLVEMENT

Parents of LEP students are less involved in school activities than parents of non-LEP students. According to data from the school survey, they volunteered less often in the classroom and in the school in general, and also attended school functions less often than other parents. However, as shown in Table VI-12, parents of LEP students in schools with larger numbers of LEP students were more involved than those in schools with smaller number of LEP students.

Less than half of the teachers surveyed agreed with the statements "Parents of my LEP students make sure that homework assignments we completed" and "I can count on the parents of my LEP students to work with their children on home activities when asked." Parents of LEP students in elementary schools were reported to be somewhat more involved in their children's education than were parents of LEP students in middle and high schools.

A number of variables were examined which might predict a composite of awareness, support, and involvement in the school by parents of LEP students. Results showed that the best predictors of this composite were presence of language-competent teachers, the percentage of LEP students in the school, and the presence of federal Title VII funds.

G. AVAILABILITY OF ACHIEVEMENT TEST DATA

Comparisons of the achievement of LEP students with the general student population are not generally made by school districts. Less than half of districts which served LEP students compared the achievement of LEP students with other district students in English

reading, English language arts, and mathematics, and less than 20 percent did so in science, history, or geography (see Table VI-13).

Follow-up of former LEP students is done by most schools. Sixty-three percent of schools reported that data were systematically collected on the achievement of former LEP students. As shown in Table VI-14, standardized achievement test results and classroom grades were both reported to be available in approximately 60 percent of cases. Criterion referenced or competency tests and grade advancement/credit accrual were available less often, although credit accrual was frequently available at the high school level (48 percent of such schools).

In those schools which maintained achievement data on former LEP students, respondents to the school mail survey were asked how such students compared with their non-language-minority peers. As shown in Table VI-15, in 53 percent of those schools, former LEP students were reported to be performing at levels equal to or above their peers; in 35 percent of schools former LEP students were reported to be performing "somewhat below," and in 6 percent "considerably below" their peers; the remaining 6 percent of schools reported that some LEP students were performing above and some were performing below their peers.

TABLE VI-1

**Numbers and Percentages of Districts
Serving Major Language Groups**
(District Mail Survey)

Language	Number of Districts	Percentage
Spanish	4,481	88.2%
Korean	1,703	33.5
Vietnamese	1,680	33.1
Cantonese	1,353	26.6
Japanese	1,256	24.7
Arabic	1,191	23.5
Tagalog	1,151	22.7
Hindi	1,026	20.2
Polish	968	19.1
Portuguese	921	18.1
Russian	897	17.7
Laotian	779	15.3
Farsi	762	15.0
Cambodian	676	13.3
Mandarin	554	10.9
Chinese (unspecified)	494	9.7
Hmong	353	7.0
French Creole	290	5.7
Armenian	264	5.2
Navajo	169	3.3

The number of respondents to the item was 733; this was 98.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-2

Numbers of Districts Having at Least 25, 50, and 100 LEP Students in Specific Language Groups
(District Mail Survey)

Language	Numbers of Districts Having at Least...		
	25 LEP Students	50 LEP Students	100 LEP Students
Spanish	2,221	1,623	1,135
Vietnamese	403	238	180
Korean	216	122	57
Laotian	178	100	63
Cantonese	146	83	35
Tagalog	145	77	46
Russian	145	86	41
Cambodian	136	90	64
Arabic	135	50	19
Hmong	119	88	68
Japanese	108	41	27
Mandarin	82	40	20
Portuguese	81	65	28
Farsi	58	24	11
French Creole	52	37	22
Chinese (unspecified)	51	34	24
Polish	38	9	2
Navajo	30	17	17
Hindi	29	17	10
Armenian	22	4	4

The number of respondents to the item was 733; this was 98.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-3
Number of Language Groups Served in Schools
(School Mail Survey)

Number of Language Groups	Types of Schools			
	Elementary	Middle	High	Other
1	30.5%	35.4%	27.7%	56.0%
2	18.6	10.7	12.1	10.9
3	9.3	10.5	11.1	12.0
4	10.4	9.4	8.6	5.6
5	4.6	7.2	6.3	4.9
6 - 7	8.3	9.6	10.9	5.7
8 - 10	10.7	8.5	10.3	3.3
11 - 15	5.8	7.2	8.6	1.2
16+	1.8%	1.5%	4.3%	0.5%
Total	100.0%	100.0%	100.0%	100.0%
Mean number of language groups	4.1	4.2	5.1	2.5
				4.2

The number of respondents to the item was 1,793; this was 97.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-4

Numbers of Schools Having at Least 15, 30, and 75 LEP Students
in Specific Language Groups
(School Mail Survey)

Language	Numbers of Schools Having at Least...		
	15 LEP Students	30 LEP Students	75 LEP Students
Spanish	11,848	9,244	5,508
Vietnamese	1,586	730	277
Hmong	849	567	249
Cambodian	536	281	140
Korean	459	166	13
Cantonese	445	258	92
Russian	428	223	21
Laotian	428	148	6
French Creole	385	249	72
Tagalog	314	107	3
Japanese	192	51	0
Portuguese	184	127	57
Armenian	127	46	19
Arabic	115	36	0
Navajo	86	79	65
Farsi	78	59	8
French	76	67	48
Mandarin	70	32	6
Hindi	47	0	0
Chinese (unspecified)	20	14	0

The number of respondents to the item was 1,793; this was 97.7% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-5

Percentage of Schools Having a Great Deal of Interaction Among Teachers and Students
(School Mail Survey)

Types of Interactions	Percentage of Schools Having a Great Deal of Interaction by Grade Level				
	Elementary	Middle	High	Multi-level	Total
Teachers of primarily LEP students and teachers of primarily non-LEP students	73.5%	53.9%	55.3%	63.8%	66.4%
LEP students and non-LEP students	87.0	54.7	45.5	60.1	73.2

The number of respondents to these items ranged from 1408 - 1461; this was 76.7 - 79.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-6

Percentage of Teachers Who Agree or Strongly Agree With Descriptions of School Context
(School Mail Survey)

School Context	<u>Percentage of Agreement by Grade Level</u>				
	Elementary	Middle	High	Multi-level	All teachers
There is interaction and cooperation between teachers of LEP students and teachers of non-LEP students	82.6%	61.9%	62.1%	72.3%	73.7%
LEP students frequently interact with non-LEP students in this school	89.0	76.1	74.8	79.2	83.1

The number of respondents to these items ranged from 867 - 905; this was 91.4 - 95.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-7

Level of Awareness of District Personnel Regarding Special Services for LEP Students
(District Mail Survey)

Staff Member Level of Awareness	Percentage of Districts by Number of LEP Students in District					
	1-24	25-99	100-999	1,000-9,999	10,000+	All Districts
<u>School district administrators:</u>						
Excellent	30.7%	29.0%	36.4%	27.1%	24.7%	31.3%
Good	39.2	50.3	40.5	45.0	31.6	43.4
Fair	19.9	18.6	19.9	24.0	43.7	19.9
Poor	10.2	2.2	3.3	3.9	0.0	5.5
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<u>School board members</u>						
Excellent	15.5%	4.3%	12.1%	16.0%	10.7%	11.1%
Good	28.7	36.8	41.8	35.0	27.6	35.0
Fair	28.7	44.1	32.1	33.1	49.4	34.9
Poor	27.1	14.9	13.9	16.0	12.2	19.0
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items ranged from 686 - 690; this was 92.1 - 92.6% of those who responded to the survey.

TABLE VI-8

Percentage of Respondents Reporting Excellent Awareness of LEP Services by Types of Persons
(School Mail Survey)

Types of Persons in Schools	<u>Percentage of Excellent Awareness by Grade Level</u>				
	Elementary	Middle	High	Multi-level	Total
School principal and other school administrators	54.9%	45.6%	38.0%	50.5%	50.5%
Teachers of non-LEP students	22.9	13.3	12.2	15.9	19.2
Parents of LEP students	20.0	17.8	10.6	18.1	18.1
Teachers of special instructional programs (e.g., Chapter 1, Special Education, etc.)	36.3	25.8	17.4	31.2	31.4

The number of respondents to these items ranged from 1452 - 1476; these were 79.1 - 80.4% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-9

Level of Awareness Regarding Special Services for LEP Students
(School Mail Survey)

Staff Member	Mean Level of Awareness* by Number of LEP Students in School					All Schools
	1-9	10-29	30-99	100-299	300+	
School principal and other school administrators	3.1	3.4	3.4	3.5	3.7	3.3
Teachers of non-LEP students	2.6	2.6	2.7	2.8	2.9	2.7
Parents of LEP students	2.7	2.7	2.7	2.7	2.9	2.7
Teachers of special instructional programs	3.0	3.0	3.0	3.1	3.3	3.0

The number of respondents to these items ranged from 1452 - 1476; this was 79.1 - 80.4% of those who responded to the survey.

* 1=poor 2=fair 3=good 4=excellent

TABLE VI-10

Level of Support of District Personnel Regarding Special Services for LEP Students
(District Mail Survey)

Staff Member Level of Support	Percentage of Districts by Number of LEP Students in District					All Districts
	1-24	25-99	100-999	1,000-9,999	10,000+	
<u>School district administrators:</u>						
Strong support	59.2%	60.5%	53.7%	43.3%	28.2%	56.8%
Moderate support	29.9	33.7	36.6	52.2	65.0	34.7
Little support	10.8	5.8	8.5	4.5	6.7	8.2
No support	0.0	0.0	1.1	0.0	0.0	0.3
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<u>School board members</u>						
Strong support	46.3%	36.8%	36.1%	38.0%	38.4%	40.1%
Moderate support	33.2	47.8	49.4	49.6	42.0	43.2
Little support	17.4	13.6	12.6	11.7	19.6	14.6
No support	3.1	1.8	1.9	0.8	0.0	2.2
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to these items ranged from 681 - 688; this was 91.4 - 92.3% of those who responded to the survey.

TABLE VI-11

Percentage of Strong Support for LEP Services by Types of Persons
(School Mail Survey)

Types of Persons in Schools	<u>Percentage of Strong Support by Grade Level</u>				
	Elementary	Middle	High	Multi-level	Total
School principal and other school administrators	74.0%	63.4%	65.6%	69.8%	70.7%
Teachers of non-LEP students	43.4	31.8	32.9	45.0	40.0
Parents of LEP students	45.8	35.9	41.0	43.7	43.4
Teachers of special instructional programs (e.g., Chapter 1, Special Education, etc.)	56.6	43.9	47.1	52.4	52.9

The number of respondents to these items ranged from 1439 - 1479; this was 78.4 - 80.6% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-12

Levels of Parent/Community Involvement In the School in Specific Activities
(School Mail Survey)

Parent/Community Member Involvement in Activity	Mean Level of Involvement* by Number of LEP Students in School					All Schools
	1-9	10-29	30-99	100-299	300+	
<u>As classroom volunteers</u>						
Parents of LEP students	1.4	1.4	1.5	1.7	1.8	1.5
Parents of non-LEP students	2.2	2.1	2.1	2.0	1.9	2.1
Local business partner representatives	1.7	1.6	1.6	1.8	1.6	1.6
Other community members	1.9	1.7	1.7	1.8	1.7	1.8
<u>As school volunteers (e.g., office work)</u>						
Parents of LEP students	1.3	1.4	1.5	1.8	2.0	1.5
Parents of non-LEP students	2.2	2.2	2.2	2.1	2.1	2.2
Local business partner representatives	1.8	1.6	1.7	1.7	1.6	1.7
Other community members	1.9	1.8	1.7	1.8	1.6	1.8
<u>Through attendance at school functions</u>						
Parents of LEP students	1.9	2.0	2.0	2.2	2.4	2.0
Parents of non-LEP students	2.4	2.5	2.5	2.4	2.3	2.4
<u>By providing materials and other resources</u>						
Local business partner/other business	1.8	1.8	1.8	1.8	1.8	1.8
Parents/parent groups (e.g., PTA)	2.3	2.3	2.3	2.1	2.1	2.2
Community organizations	1.8	1.8	1.8	1.7	1.8	1.8

The number of respondents to these items ranged from 1388 - 1460; this was 75.6 - 79.6% of those who responded to the survey.

* 1=none 2=some 3=a lot

TABLE VI-13

Availability of Data on the Achievement of LEP Students in Specific Subject Areas
(District Mail Survey)

Subject Areas	Comparison of LEP and non-LEP students	<u>Percentage of Districts</u>		
		Nonaggregated data but no comparative data analysis	No analysis and no data	Total
English reading	44.7%	29.5	25.8	100.0%
English language arts	41.2%	29.3	29.5	100.0%
Mathematics	44.3%	29.7	26.0	100.0%
Science	18.7%	26.4	54.9	100.0%
History	16.8%	22.5	60.7	100.0%
Geography	11.2%	20.3	68.5	100.0%
Other	1.3%	1.4	97.3	100.0%

The number of respondents to these items ranged from 707 - 745; this was 94.9 - 100.0% of those who responded to the survey. The results are weighted to be nationally representative.

TABLE VI-14

Types of Data Available on the Performance of Former LEP Students
(School Mail Survey)

Types of Data	<u>Percentage of Schools by Grade Level^a</u>				
	Elementary	Middle	High	Multi-level	Total
Standardized achievement tests	66.5%	62.0%	58.1%	67.5%	62.9%
Criterion referenced tests/competency tests	37.5	33.3	38.6	38.9	36.7
Classroom grades	60.4	58.9	62.8	62.7	60.9
Grade advancement/credit accrual	23.7	31.7	48.0	35.7	34.1
Other	2.6	5.2	4.5	5.6	4.1

The number of respondents to these items was 1470; this was 80.1% of those who responded to the survey. The results are weighted to be nationally representative.

^a Because multiple responses are possible, the percentages may add up to more than 100 percent.

TABLE VI-15

**Performance of Former LEP Students
Compared to Their Non-Language-Minority Peers**
(School Mail Survey)

Former LEP students are...	<u>Percentage of Schools by Grade Level</u>				
	Elementary	Middle	High	Multi-level	Total
Above or equal	55.3%	47.9%	50.6%	47.9%	52.9%
Somewhat below	31.4	42.1	39.5	50.6	35.7
Considerably below	5.9	9.1	3.0	0.3	5.5
Other	7.5	1.0	7.0	1.2	5.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The number of respondents to this item was 865; this was 47.1% of those who responded to the survey. The results are weighted to be nationally representative.